



THE IMPACT OF PROGRAMMES ON RURAL EDUCATION

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ABSTRACT:

This research will be used by all teachers, headmasters, parents, students. The aim of this study is the impact of Corona on rural education. During the Corona period, various programs were implemented through Maharashtra State Council for Educational Research and Training, Pune. During the Corona period, school closure training, Saturdays of stories, science experiments by the Life Institute, and teacher's guidance on Geo TV were very well implemented. This has benefited all the teachers, students and parents. Students and parents have noticed some problems while implementing these activities. Teachers also found some problems in online learning.



KEYWORDS: rural online education, corona period, problems, implementation, platforms, teaching-learning.

1. 1 INTRODUCTION :

Outbreaks appear to be exacerbated during the post-World War II period. The crisis has affected all aspects of human life. Many countries have also closed educational institutions to prevent coronation. According to a UNESCO report, in April 2020, 154 crore students in 188 countries were at home. 1.5 million schools are closed in India. As a result, 26 crore students and 89 lakh teachers are sitting at home, while 50,000 institutions of higher learning are closed and 3.70 crore students and 15 lakh college teachers are sitting at home. It is a time bomb for 30 crore students to sit at home empty handed. Currently, coronary heart disease is considered to be the only health problem; But it is also important to note that this crisis is on the side of educational problems. UNESCO has instructed its member countries to take immediate action on the issue of out-of-school students. According to UNESCO, this disruption in education is depriving children of their right to education. Distance learning, use of information technology, YouTube, Hangouts, multimedia, mobile phones, e-library, television, etc. Through the media, many countries have initiated such initiatives so that children's education should not be disrupted immediately. The study, mainly of small groups of elite class, is going on online. The same experience is in school education. Online education is also available for the children of upper middle class who are attending five-star schools with all facilities. The problem is, the majority of them are hardworking, poor class children. Nomadic, tribal, government or aided school children in rural areas!

E-learning is now facilitated for students of class I to VIII in schools. You want to learn your own. There is no need to go to school every day and learn at home whenever you want. Although the

threat of the corona virus has not yet been completely averted, planning has begun to gradually restore some of the life-threatening transactions. As part of this, the school year will start from June 2020 and e-learning will be used extensively in this school year. E-learning is no longer new to Maharashtra or any other state in the country. Examples are e-learning through tabs on an experimental basis for children in government schools, or digital classes in government schools. Even ashram schools in Gadchiroli or Nandurbar are now digital. Since June 2020, the Maharashtra State Council for Educational Research and Training, Pune has closed schools but education is still open. This research issue has been selected for the purpose of testing the effectiveness of these initiatives.

1.2 NEED OF RESEARCH:

Since June 2020, the Maharashtra State Council for Educational Research and Training, Pune has closed schools but education is still open. Teachers, students, parents and officials are facing various problems while implementing these initiatives. Research has also been undertaken to study its effectiveness.

1.3 IMPORTANCE OF RESEARCH:

The following systems will help in this research work.

1. This research will be used by the Government of India to implement educational activities in the desired district.
2. Ministry of Manpower Development, New Delhi.
3. NCERT, New Delhi
4. School Education Department, Mumbai
5. Directorate of Education, Pune
6. SCERT, Pune
7. All DIET

1.4 STATEMENT OF PROBLEM:

THE IMPACT OF PROGRAMMES ON RURAL EDUCATION

1.5 RESEARCH OBJECTIVES: -

- 1) To study the current status of the programs to be implemented by Maharashtra State Council for Educational Research and Training, Pune from June 2020 during Corona period.
- 2) To study the implementation of programs to be implemented by Maharashtra State Council of Educational Research and Training, Pune from June 2020 during Corona period.
- 3) To study the problems faced by teachers and students in the program to be implemented by Maharashtra State Council for Educational Research and Training, Pune from June 2020 during Corona period.
- 4) To find out the effectiveness of the programs to be implemented by Maharashtra State Council for Educational Research and Training, Pune from June 2020 during Corona period.

1.6 RESEARCH QUESTIONS:

1. Has the programs implemented by Maharashtra State Council for Educational Research and Training, Pune since June 2020 in Corona period had a positive impact on the quality of education?
2. Do students, parents, teachers, headmasters, supervisors have problems in the implementation of the program to be implemented by Maharashtra State Council for Educational Research and Training, Pune from June 2020 during Corona period?

1.7 SCOPE OF RESEARCH:

1. The present research is related to the programs to be implemented by Maharashtra State Council for Educational Research and Training, Pune.
2. In the present research, schools of local self-governing bodies in Pune district have been considered.

3. The present research has studied the effectiveness of the program to be implemented by Maharashtra State Council for Educational Research and Training, Pune from June 2020 to May 2021.

1.8 RESEARCH LIMITS:

1. In the present research, no other program has been considered except the program to be implemented by Maharashtra State Council for Educational Research and Training, Pune.
2. The present research does not consider other areas or factors other than the various initiatives to be implemented by the Maharashtra State Council for Educational Research and Training, Pune.

1.9 REVIEW OF RESEARCH MATERIALS: -

The researcher has used some of the following materials while studying the literature related to the presented research topics.

1. Online learning
2. Various reports of various activities to be implemented by Maharashtra State Council for Educational Research and Training, Pune
3. Various Circulars and Government Decisions

1.10 E-SOURCES

1. www.maa.ac.in.
2. www.education.nic.in

1.12 Research Method Selection:

This research aims to study the current problem. Descriptive research methods are used for this. The school survey method and the document analysis method have been selected in the descriptive research study method.

1.13 Sample: -

Zilla Parishad schools in Solapur district have been selected using easy random system in this resource. Also, various supervisory officers have been selected.

Teachers- 100

Supervisory officers – 20

1.14 Research Tools:

The following tools are used for research.

Teacher- Questionnaire

Supervisory officers - **Interview**

1.15 Selection of Statistical Techniques: Statistics, graphs are used to analyze the information obtained in the present research.

1.16 Key Findings:

1. During the Corona period, various programs were implemented through Maharashtra State Council for Educational Research and Training, Pune.
2. During the Corona period, school closure training, Saturdays of stories, science experiments by Life Institute, and teacher's guidance on JIO TV were implemented very well. This has benefited all the teachers, students and parents.
3. There was a significant increase in the number of edits. It has been found that the achievement of students in science and mathematics is more than 70 percent.
4. This initiative has helped in boosting the thinking process of the students. Also students have learned many things through different mediums even while staying at home. This initiative has led to an increase in team spirit, group learning and collaborative learning among the students.

5. Students and parents are aware of the network problem to some extent while implementing these activities. Also, if there are three or four children in the same house, then one or two mobiles of the mother or father have caused some problems to the students.
6. In the activities which started in the morning or evening, the participation of the students was more.
7. If the parents have gone to work, then the students have not been able to use the parents' mobile, so some of their courses have been found to be lost.
8. Teachers also found some problems in online learning. Teachers who are also technically friendly do not have many problems, but teachers who are not technically friendly have been found to have a lot of problems.
9. Swadhyay This initiative has made it easier for teachers to evaluate students.
10. Things Saturday, the launch of science experiments by the Eicher Institute.

1.17 RECOMMENDATIONS:

1. The government needs to think about how to provide offline education along with online education.
2. Also how to provide offline education using mediums like offline worksheets. Parents also need to make an effort to involve their parents in some programming or online learning.
3. Sometimes students do not get a chance to participate in many activities as many activities are started at the same time. Therefore, it is important for the administration to think about how it can provide information on different initiatives across the state from a single platform.
4. Parents also need to provide alternative arrangements for their children's online education in a timely manner.

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